

# CTE & Online/Blended Learning



Career Technical Online Project

SB 70

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Learning Projects, SCOE (OTAN)



#### A little about myself:

I lived a very nomadic life, I never completed a full year of school in one place. It wasn't unusual to move 2 times a year. By the time I reached high school I knew I wanted a career path in radio broadcasting and journalism. But my school didn't offer that curriculum. My father was the local radio and television station manager and he developed a learning program for me that would have taught me all aspects of the broadcasting industry. The school board turned it down. So I quit. Typical thing for a teenager I suppose. Not completing High School was not an option, so I finished via distance learning, or as it was called way back then "correspondence school." I completed 3 ½ years of high school materials in 1 year.

After a 12 year work history with the Governor's office and legislature, I returned to school and earned by bachelors and masters degrees. I was good with technology and I ended up in teaching. After earning my teaching credential in Vocational Education, I spent 12 years in the classroom at San Juan Unified Adult Education program. I taught business and creative applications like word processing, spreadsheets, web page development, digital photography and photo editing and more. It's here in the classroom I started working with Internet tools for online and distance learning.

My teaching experience and my work with online and blended tools helped me get to my current position as a coordinator for online and distance learning projects for OTAN – the Outreach and Technical Assistance Network.

## OTAN Services in Adult Education



The Outreach and Technical Assistance Network provides electronic collaboration and information, and support for instructional technology and distance learning to literacy and adult education providers in California.

- Main mission:
  - Electronic Collaboration
  - Instructional Technology
  - Distance Learning
    - Provide statewide licensing
    - Curricula includes *English for All*, *Putting English to Work*, California Distance Learning Project (CDLP) and USA Learns
    - Host the yearly Technology & Distance Learning Symposium
    - Support/host a Moodle server

OTAN has a defined mission to help adult education agencies throughout the state. My part in all this is the Distance learning objective. California has a rich history of successful distance learning programs fashioned after my experience – materials are either picked up or mailed to the student. They complete the materials and return them to their teacher for correction. However, with the advances of technology and the Internet as a wonderful learning resource, OTAN offers additional support and professional development in the online/blended learning environment. This includes providing statewide licensing for relevant curriculum, including *English for All* and *Putting English to Work*, the California Distance Learning Web Site as well as support and training for using the *USA Learns* web site.

## Distance/Online Support

- OTAN started supporting Moodle in 2007
- Moodle server supports adult education agencies
- Currently support over 170 teachers and 2000+ students
- Early adopters were vocational education teachers.

### *California Adult Education Courses*



OTAN originally supported BlackBoard as a learning management system, but in 2007 switched over to Moodle. In addition to supporting the Moodle server, OTAN implemented a long series of training opportunities, both face-to-face and online. This was all offered to the field at no cost to the agency requesting training, or course shells on our Moodle server.

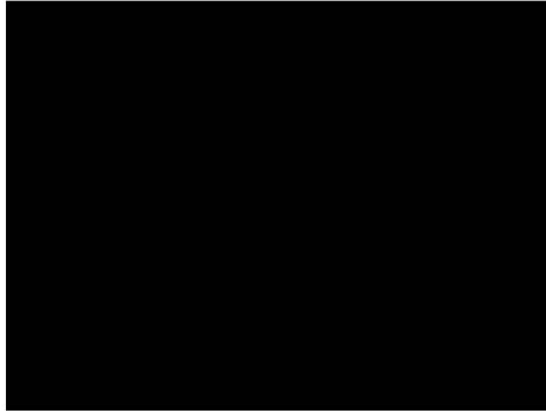
OTAN supports adult education agencies by providing them with their own "course category" on the server. They are not limited in the number of courses they can have, but we do ask that teachers receive at least a minimum amount of training on using Moodle.

We migrated to a new server last summer and we now support over 170 teachers and 2000+ adult education students. We still see the most use in vocational courses followed by English language learning courses. High school completion and GED preparation are discovering the value of offering students online resources as well.

As word reached the field, it was the vocational education teachers who were often the first adopters. In 2008 OTAN created a short video on the success of using Moodle within the vocational education classroom.



## Vocational Education: Using a Course Management System




[OTAN Video posted online.](#)


SCUSD EMT/Paramedic program

Old Marshall Adult School


<http://www.otan.us/browse/index.cfm?fuseaction=page&catid=33160#distance>



## PD for Adult Educators



**Online Teaching Academy**  
Outreach and Technical Assistance Network



**TIMAC**  
Technology Integration Mentor Academy

- Two year-long opportunities:
- Application process
- Select number of participants (10 – 12)
- Face-to-face training at SCOE fall & spring
- Online sessions using Adobe Connect
- Final project reports in the spring

We had a long history with professional development for teachers to integrate technology in the classroom – TIMAC. In 2010 we added a second opportunity: OTAC.

Both are year long professional development projects running from the early fall through the end of the school year. All participants go through an application process and we select 10 to 12 participants. Both groups receive face-to-face training at SCOE, online training and meetings to support their project goals, and all participants report out in the fall on their experiences, challenges and successes.

## OTAC Model

- Enthusiastic participants
- Project plan
  - BIG plans are pared down to “doable” plan
- LMS training & support (Moodle)
- Ongoing Mentor support
- Online student experience
- Web conferencing with Adobe Connect



OTAC is a wonderful opportunity for enthusiastic teachers to gain necessary skills and attitudes for the online/blended teaching experience. These groups of teachers are from all over the state and they form long lasting friendships and build a support network around online/blended teaching.

Participants are offered face-to-face training that can seem a bit – confusing. But after some team collaboration they find success! At the start of the project they are very busy. First in addition to all the information and training they receive, they are also responsible for creating some kind of online teaching project plan. These typically start out as very large, ambitious and not feasible for the amount of time they have. We work hard to help them carve it down to a more manageable form. Ultimately by the end of the project year, we want to see them implement their plan and do at least some online teaching with their students.

In addition to the project planning, participants are provided ongoing training on using Moodle. They experience the LMS both as a student – they must complete a 12 online course, and as a teacher – they are given their own course shell and they must complete various assignments and activities to show their learning of the LMS.

Lastly they participate in numerous online meetings, training webinars, phone calls, text messages, email conversations – anything to keep them connected with each other and keep them on track for their final project.





## SB 70 & SCOE

- Many different projects to help extend learning to rural areas of the state
- Opportunity for the OTAC model to be extended to Career Tech Ed
  - Used the same model to find participants from rural areas
  - Goal is to increase online/blended offerings to students
- Project would run for 2 years

The opportunity arose for SCOE to submit a proposal for an SB 70 grant. It was thought the OTAC model could be a good fit for CTE and the goals of SB 70. We used the same model to find participants from rural areas of the state to participate in the professional development opportunity. Participants were brought to SCOE for 2 days of training in the fall, and again in February. The goal was to increase online/blended opportunities to students.

SCOE received funding for a 2 one year projects. (The funding amount changed for the 2<sup>nd</sup> year)





## Year One

- 12 participants
- Support, training and technology tools
- Teachers to develop online/blended materials for the ROP courses
- Two face-to-face sessions at SCOE
  - [Final reports online](#) ([Session 2](#), [Session 3](#))
- Provided their own CTE Moodle server with their own course shells
- We had to come up a new acronym: CTOP

Recording links for the final reports:

Session 1: <http://connect.otan.us/p8ke0he1me5/>

Session 2: <http://connect.otan.us/p4qi0f9orfl/>

Session 3: <http://connect.otan.us/p1zygzify9d/>

The final reports above reflect the hard work of all the CTOP participants in year 1. The reports are not high quality video productions. We 'broadcast' the reports through Adobe Connect and recorded the sessions.

# CTOP PARTICIPANT CHART

**Year 1  
Cohort**





## Year Two

- 6 participants, 3 mentor teachers
- Mentor teachers were chosen from first year participants
  - Mentors supported 2 teachers with the same subject area interest
  - Participants were given copies of courses developed by the prior cohort

The scope of the project in year 2 was reduced to 6 participants and 3 mentor teachers. The mentors were prior year participants who were motivated, technically savvy, enthusiastic about online teaching (and implementing it in some form) and created an online course.

Because course development from scratch is so time consuming, participants were given their own copy of a course in their interest/teaching area. They not only learned the content and how it was created, they were also free to edit and modify the course to fit with their teaching goals.

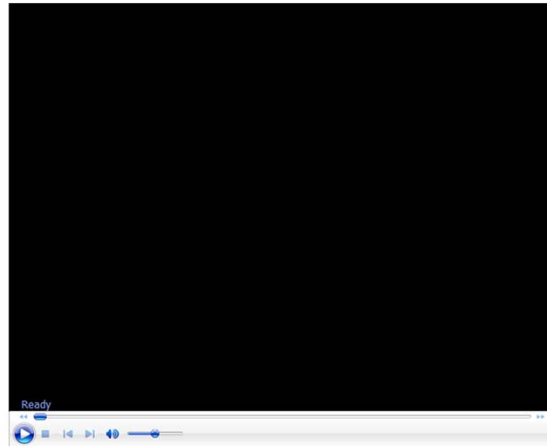
CTOP PARTICIPANT CHART 2012-13

**Year 2  
Cohort**






Dean Morris, Granite Hills High School  
Porterville, California



CTOP year 2 reports were presented May 2, 2013. One participant gave his report in true online fashion – he created it using various tools he uses in his online teaching.

(This report is not posted yet, if you would like a copy of this please contact Penny.)



## Results include 3 shared courses

- Architectural Design
  - Food Safety (ServeSafe Certification Course)
  - Eco Tourism & Green Hospitality
- SCOE is providing additional support for the Eco Tourism and Food Safety course.
- Introductory videos
  - Enhanced graphics

Videos for the Courses created under CTOP

<http://www4.scoe.net/ims/studio/flashdemoNew/sb70-1.htm>

Videos here (Andrea Vizor – Eco Tourism & Green Hospitality)

<http://www4.scoe.net/rfox/ecotourism/mockup.html>

<http://www4.scoe.net/rfox/ecotourism/topics.html>

<http://www4.scoe.net/rfox/ecotourism/index.html>

From this ....

To this!



Welcome!

Ecotourism and Green Hospitality Learning Objectives

### TOPIC 1 WHAT IS TOURISM!

In this lesson, you will: define essential terms in the tourism and hospitality industry, identify various forms of transportation used in tourism, describe the four dimensions of travel, identify the four essentials necessary for tourism to occur and describe the four segments of the hospitality and why it is critical for each segment to work together.

- What is Tourism? Terms To Know...
- What is Tourism and Hospitality?
- Quick Write: The 4 Essential Requirements of Tourism

SCOE has very talented artists that created these graphics. Moodle is not known for its beautiful interface (though it is getting better with more complex cascading style sheets). But with the addition of graphics with a consistent design, it adds a nice quality of cohesiveness and helps with course navigation as well.




## Future plans...

- Complete the graphic and multimedia additions to the courses
- Work with CTE Online and others to share the courses
- Use the SB 70 online/blended projects to promote more online course and program development



The additional graphics and multimedia elements are in the final stages of being added to the courses. From there we hope to work with other agencies such as CTE Online, OER Commons and others to share the courses with the field.



Thank you!

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Presentation available at:

<http://pennyspresentations.wikispaces.com>

Note: If you cannot see the videos embedded in this presentation on the wikispaces site, please contact me. I'm happy to provide copies to you.

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